

Title	Write to communicate ideas for a purpose and audience		
Level	1	Credits	4

Purpose	This is a unit standard to assess aspects of literacy in English language. People credited with this unit standard are able to write to communicate ideas for a purpose and audience.
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Classification	Core Generic > Work and Study Skills
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Available grade	Achieved
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Explanatory notes

- For the purposes of this unit standard, *literacy* is defined as: the written and oral language people use in their everyday life, learning and work. It includes reading, writing, speaking, and listening. Skills in this area are essential for good communication, active participation, critical thinking and problem solving.

Literacy standards are not the same as English, ESOL, or Communication Skills standards.

This is one of three unit standards for literacy. The other two are:

- Unit 26625, *Actively participate in spoken interactions*
- Unit 26624, *Read texts with understanding*.

- This unit standard must be assessed on the basis of naturally occurring evidence from a range of real contexts. Therefore assessment for this unit standard must not be assessment events designed specifically for this purpose.

Naturally occurring evidence must be derived from activities within a learning programme and/or from a candidate's actual work performance and/or everyday life. It is important the candidate is made aware that evidence of competence may be gathered while undertaking their study or work and that this does not create undue stress for them. The assessor must be satisfied that the naturally occurring evidence can be attributed to the candidate. Naturally occurring evidence may be collected in a portfolio where the evidence has been verified. A verifier's checklist is acceptable if accompanied by evidence that includes examples from the candidate's performance.

Real contexts are part of the candidate's everyday life and may include their classroom, their workplace, and other contexts.

Evidence gathered from:

- a candidate's classroom may be sourced from different subjects or courses, or from different topics or aspects of the same course
- a candidate's workplace may be sourced from an employment focus (ie relating to employment documentation and conditions) or from a job-performance focus (ie regular work tasks)
- other contexts may be sourced from a candidate's involvement with family, sport, leisure, or community.

Evidence is required from at least three separate activities within at least one context.

- 3 The assessor must be satisfied that the candidate can demonstrate an understanding of, or competency against, the unit standard as a whole, over a period of time.
- 4 Assessors must be confident that the candidate is able to use conventional English. Therefore assessment for this unit standard must not be based solely on abbreviated or coded language such as text language or jargon specific to one group.
- 5 The texts must be of sufficient length and complexity to provide adequate evidence of competence: it is recommended that the texts total approximately 500 words, including one text of at least 200 words. Nevertheless, at all times the quality of the writing, considered as a whole, is more important than its length.
- 6 Candidates must have been given the opportunity to plan, compose, revise, and edit their writing and they may receive general guidance while doing so, but no specific assistance. They may use paper or electronic resources to assist their writing, including dictionaries and spell-checkers.

Outcomes and evidence requirements

Outcome 1

Write to communicate ideas for a purpose and audience.

Range two different purposes across three texts;
purpose may include but is not limited to – persuade, inform, describe, narrate, explain, instruct, recount.

Evidence requirements

1.1 Ideas expressed are appropriate to purpose and audience.

1.2 Organisation of ideas is appropriate to purpose and text type.

Range at least one text must be continuous and paragraphed.

1.3 Language is appropriate to purpose and audience.

1.4 Technical errors do not detract from the communication.

Planned review date	31 December 2015
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 August 2010	N/A

Accreditation and Moderation Action Plan (AMAP) reference	0023
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This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Consent requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.